

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • G-3

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *My Day* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 50 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

When does the day begin? (in the morning, when the sun rises)

What does the boy do in the morning? (get up, get dressed, eat breakfast, get ready for school, etc.)

What happens at noon? (sun is high, eat lunch, play with friends)

If time permits, repeat the steps above using part 2 of the passage, *My Day*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle and stack the game cards face down. Have the child draw a card and read the word. Assist with reading if necessary. Have the child tell you whether the word is a word that tells when something happens. If the child is correct, he/she can move on the game board the number of spaces indicated on the card. If the child is not correct, he/she cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

Morning is when the sun rises 6

My day begins early in the morning. 13

I get up, wash my face, brush my hair,
and get dressed. 22
25

I eat my breakfast and drink my juice. 33

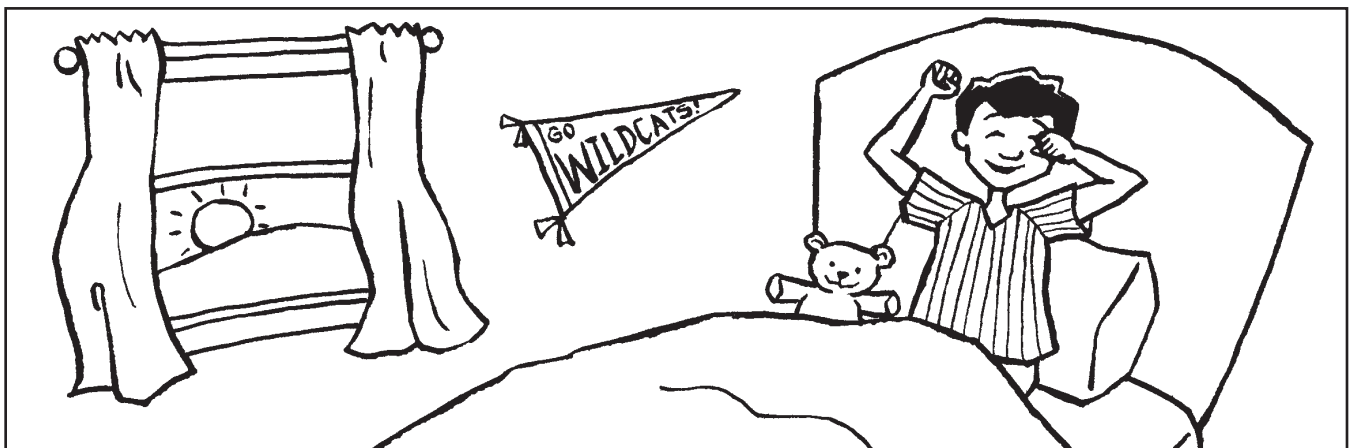
Then I get ready for school. 39

Noon is when the sun is high in the sky. 49

It is lunchtime at school 54

It is bright, and it is warm. 61

I eat lunch, and I play with my friends. 70



Part 2

Afternoon is when the sun begins to
go down. 7
9

I come home from school, and I play with
my friends. 18
20

Evening is when the sun is lower in the sky. 30

I eat dinner with my family. 36

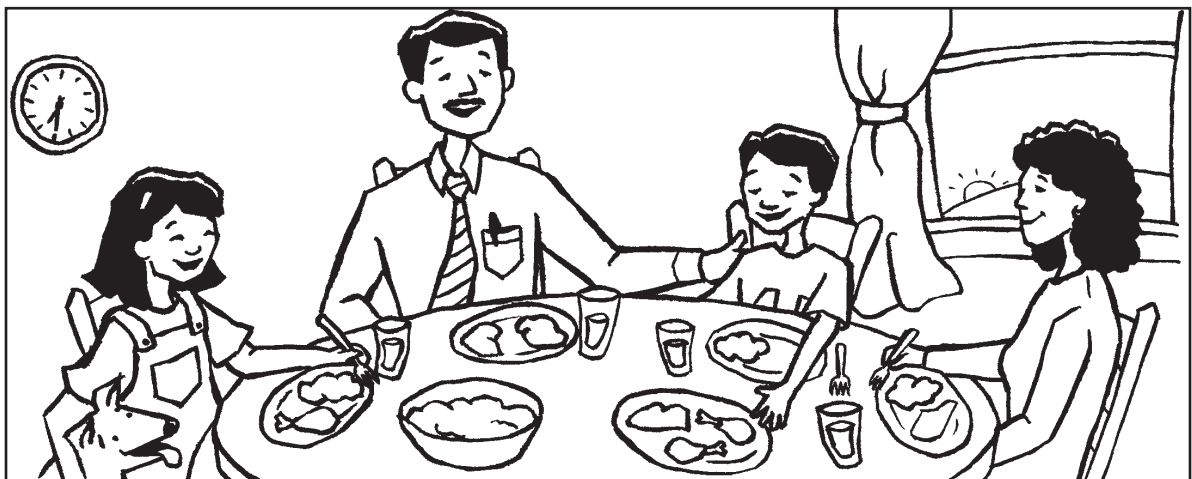
Then I get ready for bed. 42

Night comes after the sun has set. 49

The moon and stars are out. 55

I get into bed, and Dad reads me a story. 65

Then I go to sleep in my bed. 73

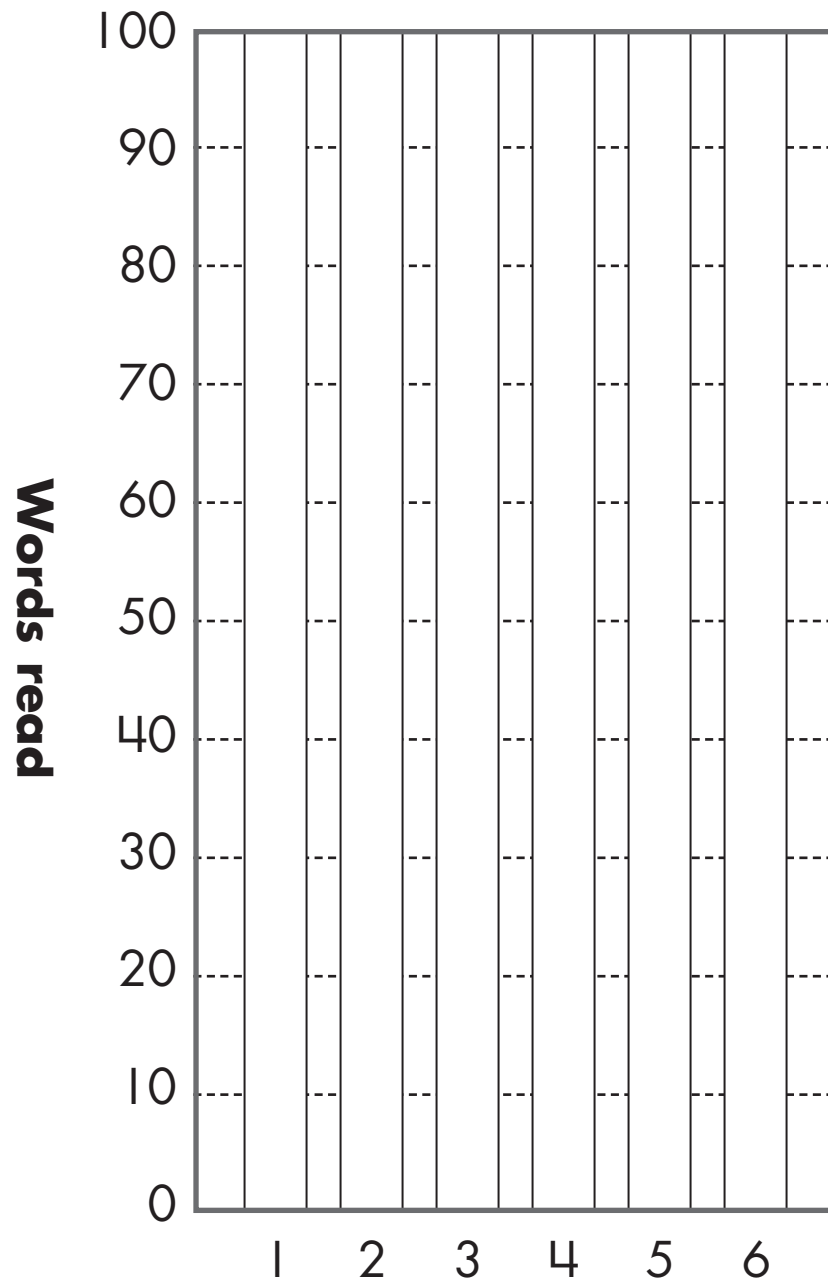


Fluency

Repeated Reading Bar Graph

Lesson G-3

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6



daytime

2

nighttime

2

morning

3

afternoon

3

warm

1

sun

2

eat

2

friends

1

lunchtime

3

noon

3

early

5

late

4

sky

2

drink

2

begins

3

dressed

1

Fluency

Game Board

Lesson G-3

